

**THE ENGLISH TEACHING METHOD APPLIED IN CLASS VIII OF AL
FIRDAUS JUNIOR HIGH SCHOOL**



FINAL PROJECT REPORT

Submitted as a Partial Requirement in Obtaining Degree in the

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MOTTO

✓ *“Success is My Right”*

(Andrie Wongso)

✓ *“Whether you think you can or can’t, either way you are right”*

(Henry Ford)

✓ *“Follow your bliss and the universe will open the door for you where there is only wall”*

(Joseph Campbell)

DEDICATION

I dedicate this final project to:

- *My dearest parents*
- *Prasetyaningsih*
- *All my friends*

PREFACE

First, I would say thank to God for all the blessing given to me. I would also say thank to all people who support and encourage me in writing this final research report entitled “English teaching method applied in class VIII of Al Firdaus Junior High School”.

The main reason that attracts the writer mind to write this final project report is to give a basic understanding of English. During the job training, the writer, practice the method of teaching that he has learned in his study.

The writer hopes that this final project report will be a useful reference for the reader and give them more information about problems in teaching young learners and its solution.

The writer

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ABSTRACT

Azys Syaiful Anwar, 2008, English Teaching Method applied in class VIII of SM Al Firdaus, English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project report studies sets out to examine the English teaching method applied in class VIII of SM Al Firdaus. The writer wants to know English teaching method applied to teach the class VIII of SM Al Firdaus and try to find the appropriate method to create a possible environment for students getting lesson well.

In collecting the data the writer used direct interview and library study. The writer has interviewed some students, teacher staff and the school management. The library study is done by reading and studying the books and many others references related to the object.

Results from analysis demonstrate that English teaching method applied in second grade junior high school of SM Al Firdaus is the direct method. Teachers choose this method to encourage students to use English in the daily conversation and to prepare the national graduation test. Besides, there are a number of problems is found during the teaching. Problems come not only from students but also the teachers.

Based on the description above, the writer wants to give some suggestions to SM Al Firdaus. To support the students in learning, it will be better if the school management gives priority to build language laboratory. Related to the method applied in teaching class VIII of SM Al Firdaus, teachers may also use audio visual method.

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CHAPTER I

INTRODUCTION

A. Background

Indonesia is a developing country, which will face the globalization era. This country must prepare a better condition of its economics, tourism and education. The good economics condition will attract some foreign investor to invest their money in Indonesia. The interesting tourism spots will invite more tourists to visit Indonesia. Meanwhile, a good education will help Indonesian to achieve a useful skill so they have standard requirements to compete with foreigners. The basic skill that they have to master is the communication skill.

Communication is an interaction to exchange ideas or messages. When people want to communicate to others, they need some tools used to express their mind. One of the communication tools is languages. Indonesia which is a country with hundreds tribes has many traditional languages. When people in the same tribes meet, they may use their own traditional languages but they will not be able to use their own traditional languages anymore when they meet people from different tribes. People need to talk using their national language, Indonesian.

In the globalization era, people may not only meet others from different tribes but they will also face many people from other nationality. Globalization enables foreigners to enter Indonesia easily. Most of the foreigners are adventurous people. They will not satisfy to stay along the day in their comfortable houses. They may have some plans to visit some countries.

Indonesia has a chance to be visited because it has some interesting place with a better national stability.

Globalization also enables many foreign products entering Indonesia. This country may import so many products such as, food, vehicles and electronics. Many foreign products, especially machineries or electronics are built in high technology. To help the users in mastering the gadget, the products must be completed with the user's manual guide. Almost of the user direction employ English to explain the using instruction. Some people may not be able to operate those products maximally if they do not understand the user direction.

To welcome the globalization, People need to master international languages. One of them is English. Realizing the importance of English in the world of technology and communication, Indonesia's government tries to improve English skill of its citizen. The government decides to introduce English in the early age. Since 2006, all the elementary schools even kindergartens in Indonesia were instructed to list English as their compulsory learning subject. In the junior high school, English is tested as the national graduation examination. This is a progress in our education system.

In Indonesia, English is neither the mother tongue nor the national language. It is considered that people will find some difficulties in learning English. Learning English means learning a new language having a different structure with Indonesian. It will be easier if a person begins to learn English in the early age. Young learner can achieve a better language skill when they learn English regularly than adult learner.

SM Al Firdaus, which is a brand new school in Sukoharjo, understands that English is the essential language to be applied. In the future, SM Al Firdaus will employ the bilingual learning process. The students will be allowed to communicate using either English or Arabic only. This good policy supports the English skill development for the students. The writer, through the job training wants to know the method used in teaching English to reveal some English teaching problems in SM Al Firdaus and give some appropriate solutions to the problems.

On this occasion, the writer decides to study the students of SM Al Firdaus to divulge the English teaching method applied in class VIII of SM Al Firdaus.

B. Objectives

Based on background, the writer sets this final project reports' objectives as below:

1. To know the teaching method used in SM Al Firdaus
2. To reveal the teaching problems faced in SM Al Firdaus.

C. Benefits

1. For SM Al Firdaus

- a. The writer hopes that this final projects report can be used to determine the best solution to improve the students' English skill.
- b. The writer hopes that the final projects report can help the teachers to find out solution of the teaching problem met in SM Al Firdaus.

2. For the English Diploma students

- a. The writer hopes that this final projects report can be used as a reference for the next generation of English Diploma students.
- b. The writer hopes that this final projects report can give the English Diploma students, especially for the students majoring in teaching, a vivid impression of teaching young learners.

CHAPTER II

LITERATURE REVIEW

A. Teaching

According to Ohlsen (1961: 19), teaching is the process of facilitating learning. It is a hard work and perhaps a good teacher works harder than most people realize. Meanwhile, Cole and Chan (1994: 2) in their book, *Teaching Principles and Practice*, states that teaching is a complex phenomenon that takes into account a wide range of personal characteristic, profession skill and specialized bases of knowledge.

Tyson and Caroll (1970) in Muhibbin Syah (1995: 183) states that teaching is "...a way working students...a process of interaction...the teacher do something to student; the student do something in return." From this definition, Muhibbin concludes that teaching is a way and a process of reciprocity relationship between students and teacher who both of them actively do activities.

Meanwhile Biggs (1991) in Muhibbin Syah (1995: 183) divides teaching concept to be three teaching definitions.

- a. Quantitative definition (related to the number of subjects being taught). In this definition, teaching is the transmission of the knowledge. Teachers only need mastering subject that they teach and present it to their students.
- b. Institutional definition (Related to the institution/ school). In this definition, teaching is the efficient orchestration of teaching skill. Teachers are demanded

to adapt some teaching methods for many kinds of students having different talent, ability and need.

- c. Qualitative definition (related to ideal quality of the outcome). In this definition, teaching means the facilitation of learning. Teachers interact to their students in a specific ways adjusted to the qualitative concept; this is intended to encourage students learning to create their own meaning and understanding.

Based on the definitions stated above, it can be concluded that teaching is an activity that teachers do in the learning process including giving instruction, giving skill, and transferring knowledge intended to make pupils understanding the learning subjects. A good teaching will fulfill or facilitate the learners need and lead them to a better understanding of the subjects. Therefore, teaching requires teachers to create a better learning process by adjusting their teaching technique to the real condition of their students. This can help students accepting knowledge transferred by their teacher.

B. Young Learner

Young learners means children from the first year of formal schooling (five or six years old) to eleven or twelve years of age (Philips, 1993: 5). Considering that definition, it is clear those young learners are the students of kindergarten, elementary school or first grade of junior high school. According to Brumfit, Moon and Tongue (1997: vii) in their book, *Introduction Teaching English to Young Learner*, young learners have more opportunities than adult do.

They are learning all the time without having the worries and responsibilities of adults; their parents, friends and teachers all help them in learning. The main explanation for better learning that have been suggested are these:

- a. That the brain is more adaptable before puberty than after, and that acquisition of languages is possible without self-consciousness at an early age.
- b. That children have fewer negative attitudes to foreign languages and culture than adults, and that consequently they are better motivated than adults.
- c. That children's language learning is more closely integrated with real communication because it depends more on the immediate physical environment than does adult language.
- d. That children devote vast quantities of time to language learning, compared with adults, and they are better because they do more of it.

It is considered that people will be better to start learning second language in the early age. According to Wendy A. Scot and Lisbeth H. Ytreberg (1990:3), the adult world and the child's world are not the same. Children, in this case children from five to seven years old, do not always understand what adults are talking about and Adults do not always understand what children are talking about. The difference is that adult usually find out by asking question, but children do not always ask. Meanwhile, Children from eight to ten years olds relatively mature children with adult side and childish. There are some characteristics of those children:

- a. Their basic concepts are formed. They have very decided views of the world.
- b. They can tell the differences between fact and fiction.

- c. They ask question all the time
- d. They rely on the spoken word as well as the physical world to convey and understand meaning.
- e. they are able to make some decisions about their own learning
- f. They have definite views about what they like and do not like doing.
- g. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decision.
- h. They are able to work with others and learn from others.

Moreover, Piaget in Syamsu Yusuf (2004: 6) book, *Psikologi Perkembangan Anak dan Remaja*, states that there is formal operation period during the age of 11 years to adults. This period is a high level of mental operation. In this period, children (teens) have not only ability related to concrete objects but also hypothetical and theoretical events (phenomenon). Teens can abstractly think and solve problems they met through the test using the entire alternative provided there.

Regarding to the opinion of many experts above, it can be concluded that the best time in learning languages is in the early age. Young learners are good learners who can gradually absorb new language. In the other words, to master the new language, learning process will be better started in the early age. Meanwhile, for the adolescent learner having learned English since they were child, they are now learning new language in the secondary step. They have minimally basic knowledge of new language that has been learnt before, in this case English.

Therefore, to maximize their ability in English, they need a supportive environment in their learning process.

C. Teaching English to young learner

According to Oxford Learners pocket dictionary (1995: 240), Language is system of communication in speech and writing used by people. Meanwhile, teaching, as many experts' explanation, means an activity that teacher do in the learning process including giving instruction, skill, and transferring knowledge intended to make pupils understanding the learning subjects. Based on the two definitions above, it can be concluded that language teaching means facilitating process of language acquisition intended to make the learner able to communicate either in speech or in writing using targeted language. Moreover, Language teaching can be defined as the activities which are intended to bring about language learning. (Stern, 1983: 21).

Wilga M. Rivers and Marry S. Temperley (1978: ix) use the term *English as second language* for the teaching of English to speakers of other languages in an English-speaking environment or in an area where English is widely spoken as a *lingua franca*. They retain the term of English as foreign language for areas where the students of English will not often hear or have opportunities to use English for communication. In Indonesia, English is a language that is not used as a communication media in daily conversation in the social community unless it uses for specific purposes, for example as communication tool in the world of business, education and entertainment. Since

English has important role in some specific aspect, English can be classified as second language in Indonesia.

Moreover, H.H. Stern (1983: 9) in his book, *Fundamental Concepts of Language Teaching*, tabulates the two sets of first language (L1) and secondary language (L2) terms as follows:

L1	L2
First Language	Second language
Native Language	Non-native language
Mother Tongue	Foreign Language
Primary Language	Secondary Language
Stronger Language	Weaker Language

Considering the two terms above, it is clearly that English is second language for Indonesian. It can be concluded that second language means languages, which is not native languages, mother tongue nor stronger language. According to Wolfgang Klein (1986: 15) in his book, *Second Language Acquisition*, there are two different type of second language learning, there are tutored (guided) and untutored (spontaneous) language learning. In the educational term, the best way in learning second language is guided by a teacher.

Teaching English to young learner is not easy job. According to Brumfit, Moon and Tongue (1997: vii), teachers need to master the language properly and have good competence, skills and methodology in teaching children. It can be concluded that to teach English to young learner, teachers need to master some

ability in teaching young learner. In addition, teachers need to facilitate the learner. In this case, teachers are not only giving material but also interact to students to encourage them understand the material being learnt through some activities, such as games, song or question-answer session.

D. Language Teaching method

Methods are sets of teaching plans, strategies and techniques used to organize classroom practice (Cole and Chan, 1994: 4). There are some methods of language teaching that can be used by teachers. H.H. Stern (1983: 452) said there are six language-teaching methods which are commonly used, they are:

1) Grammar-Translation or traditional method

This method emphasizes the teaching of the second language grammar; its principal practice technique is translation from and into target language. The languages is presented in short grammatically chapters or lesson each containing a few grammar points or rules which are set out and illustrated by examples.

The grammatical features that are focused upon in the coursebook and by the teacher in his lesson are not disguised or hidden. A technical grammatical terminology is not avoided. The learner is expected to study and memorize a particular rule and example, for instance, a verb paradigm or a list of preposition. No systematic approach is usually made to vocabulary or any other aspect of second language. Exercise is consists of words, phrases, and sentences in the first language which the learner, with the help of bilingual

vocabulary list, translates into the target language in order to practice the particular item or group item.

2) The direct method

The direct method is characterized by the use of the range language as means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. The standard procedure involves the classroom presentation of a 'text' by the teacher.

The text is usually a short specially constructed foreign language narrative in the textbook. Difficult expressions are explained in the target language with the help of paraphrases, synonyms, demonstration, or context. Grammatical observations are derived from the text read and students are encouraged to discover for themselves the grammatical principle involved. Exercises involve transpositions, substitutions, dictation, narrative, and free composition. Since the direct method class involves much use of the spoken language, stress, is also laid on the acquisition of a good pronunciation.

3) The reading method

This method deliberately restricts the goal of language learning to training in reading comprehension. In this method, the use of the first language is not banned in language instruction as in the grammar-translation method. The introduction in the second language is oral as in the direct method because facility in pronunciation and 'inner speech' are regarded as an important aid in reading comprehension.

4) The audio-lingual method

This method has several distinctive characteristics: (1) separation of the skills—listening, speaking, reading, and writing— and the primacy of the audio-lingual over the graphic skills; (2) the use of dialogues as the chief means of presenting the languages; (3) emphasis on certain practice techniques, mimicry, memorization, and pattern drills; (4) the use of the language laboratory; (5) establishing a linguistic and psychology theory as a basis for the teaching method.

5) The audiovisual method

A visually presented scenario provides the chief means of involving the learner in meaningful utterances and contexts. Audiovisual teaching consists of a carefully thought-out but rigid order of events. The lesson begins with the filmstrip and tape *presentation*. The sound recording provides a stylized dialogue and narrative commentary. A filmstrip frame corresponds to an utterance. In other words, the visual image and spoken utterance complement each other and constitute jointly a semantic unit.

In the second phase of the teaching sequence, the meaning of sense groups is explained ('explication') by the teacher through pointing, demonstrating, selective listening, question and answer. In the third phase, dialogue is repeated several times and memorized by frequent replays of the tape-recordings and the filmstrips, or by language laboratory practice. In the next stage, development stage ('exploitation' or 'transposition'), students are gradually emancipated from the tape-and-film-strip presentation.

6) Cognitive theory

The cognitive approach does not reject, disguise or deemphasize the conscious teaching of grammar or of language rules. It does not avoid the presentation of reading and writing in association with listening and speaking. Instead of expecting automatic command of the language and habit-formation from intensive drill, it seeks the intellectual understanding by the learner of the language as a system; and practice of meaningful material is regarded as being of greater merit than the drive towards automatic control. The behaviouristic view of learning in terms of conditioning, shaping, reinforcement, habit-formation, and over learning, has been replaced by an emphasis on rule learning, meaningful practice, and creativity.

CHAPTER III

DISCUSSION

A. The Background of SM Al Firdaus

SM, standing for '*Sekolah Menengah*', Al Firdaus is located in Mendungan, Pabelan, Kartasura, Sukoharjo. SM Al Firdaus is a school targeted to educate the students of junior and senior high school. Since it is a new school that was built in 2005, it will graduate its junior high school students for the first time in this year, 2008. The school is the further step of existing educational institution built before, Al Firdaus' Play Group, Kindergarten and elementary school, under the supervision of Educational Institution of Al Firdaus Foundation.

SM Al Firdaus employs the concept "Innovation of Islamic Image Education". This school has a vision to be the superior, innovative, and adaptive Islamic educational institution orientated to Al Quran and As Sunnah. Meanwhile, its mission are to fulfill and increase the standard quality of Al Firdaus Educational Institution adjusted to the development of the year and to make Al Firdaus Educational Institution as the innovator in the Islamic education is adaptive to the development of the year and high advantages for the social life.

SM Al Firdaus did not apply standard curriculum mostly used in either the state or private school. This school has centered its curriculum to the Islamic education (Islamic core), science and life skill. In other words, the curriculum used by this school is a specific curriculum that is only employed in Al Firdaus.

Different from other schools, it uses four-month system. Four-month system means that there is three time of four month study period during a year. SM Al Firdaus applies five effective days that is full-day schooling from Monday to Friday. Meanwhile, Saturday is “Extra day” which is used for talent developing program, either academic or non-academic. By modifying its curriculum, SM Al Firdaus expect its students to finish the study – junior and high school– in five years, one year faster than common school graduation.

Physically, SM Al Firdaus is a luxurious school. It has big and comfortable three-floor building. There are about six classrooms used, three classrooms for seventh grade students on the first floor, and two classrooms for the eighth grade students and one classroom for the ninth grade students. There are some empty classrooms on the third floor. To support the students, this school also has a library that is just launched on the middle of March 2008. This school also has computer and multimedia, and science laboratory. Meanwhile, there is no language laboratory built yet. Actually, this school is still new and the existing building is only for about 40% of the building plan. SM Al Firdaus, in the future, will build the language laboratory.

SM Al Firdaus has praying room in each floor of the building. Since it is applied full day school, from 07.30 a.m. to 16.00 p.m., there are praying activities in the praying room everyday. There is also lunch program in the building called ‘*joglo*’, because it looks like traditional house of Javanese (*Joglo*). Besides, this school has basketball field located on the school’s yard. However, Students enjoy

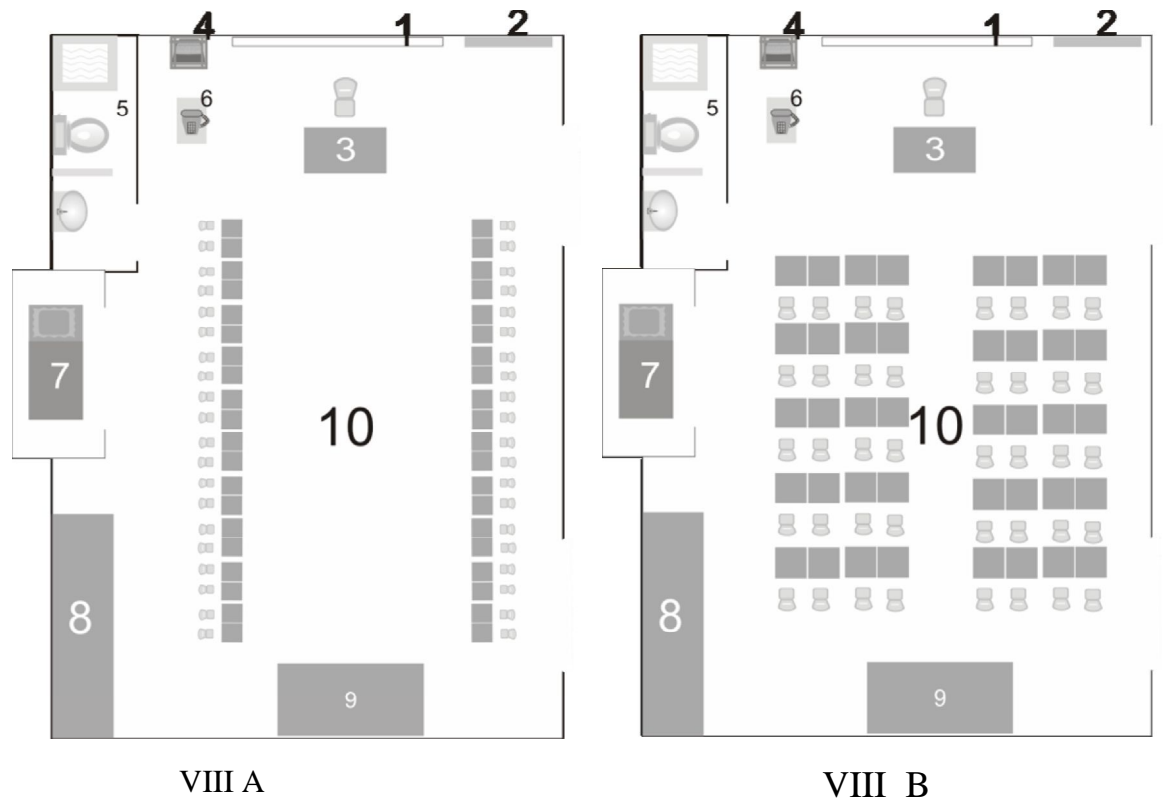
playing football than basketball. On Monday students participate the weekly ceremony and on Friday, do gymnastic activities in that field.

B. Preparation for English teaching class

1. Class observation

Generally, all the classrooms of this school are very comfortable and modern. Each classroom is completed by some facilities, such as two fans on the ceiling, DVD player and television, lockers for students, cupboard integrated with bookshelf, garbage can, sweeper, white board, toilet and parallel phone. There is also wall magazine to accommodate students' creativity or to paste some announcement. Besides, having many facilities, each class has their own policy, for example in the class VIII A, everybody must put off the shoes when they want to enter classroom. In the other class, VIII B, students, including teachers are not necessary to put off the shoes.

The class policy also influences the seat arrangement. During February 2008, VIII A has different seat arrangement to the class VIII B. The seat arrangements can be pictured as follow:



Picture's explanation:

- | | |
|---------------------|---------------------|
| 1. Whiteboard | 2. Wall Magazine |
| 3. Teacher's desk | 4. DVD + Television |
| 5. Bathroom | 6. Phone |
| 7. Restroom/bedroom | 8. Locker |
| 9. Cupboard | 10. Students' desk |

A class consists of 22 students. Students usually divide their seats arrangement between male and female students. They tend to choose their group from the same gender. From the class observation, it can be known that they

come from upper class. They are different from the ordinary students of state school. Students of SM Al Firdaus are more childish than other junior high school students.

2. Material

SM Al Firdaus has different curriculum from other schools. It employs four-month system. Students of second grade junior high school are now entering the third four-month study period. Therefore, they study the learning subjects of first semester of third grade junior high school. They have learnt the material of second semester on the previous semester. During this four-month, students need to work harder because there will be final examination that will determine whether they can continue to study in the next grade or stay in this grade.

For English lesson, students and teachers use “Effective English SMP 3A” book that is intended for the students of third grade of first semester junior high school. This book is published by Tiga Serangkai. The main problem related to the book is that many students do not have it. They need to purchase the book package consisting textbook of all learning subjects. Meanwhile, the book package is quite expensive. As a result, many students do not have textbook.

Considering the problem, teachers sometimes made their own material. They may copy from the textbook, making module or look for some material in the internet. Beside written material, teacher sometimes use teaching tools, such as picture and audio CD. Teachers has limited time to prepare the extra material because they need to stay at the school from 07.00 a.m. to 04.00 p.m. .

3. Lesson Plan

Teaching is an organized activity including giving skill and transferring knowledge. Teachers need to organize their lesson before teach it to the students. Besides, remembering what they will teach, teachers can write their lesson plan in a piece of paper. This is intended to remind the teacher about the lesson going to teach. Teachers also need second plan to face the real condition of the students. Sometimes, lesson plan cannot be run because unexpected condition. Here is an example of lesson plan, the writer uses:

Topic : Nature

Allotted time : 80 minutes (one meeting)

Attendances : 22 students

Skill : writing

Level : second grade of senior high school students

Objectives :

- Students should be able to write a simple report

Warming Up

- Teacher greets students

T : “Good morning, students”

Ss : “Good morning, sir”

T : “How are you today?”

Ss : “Fine...”

- Teacher ask student with some question.

- What is earth?
- Does it look like square?
- Are you sure?

- Teacher explains the objectives of the lesson.

T : OK Students, by the end of this lesson you should be able to write a simple report about something.

Presentation

- Teacher explains the purpose of report text.

That is to classify or to describe something for example the solar system.

- Teacher asks students to read the text on the book (page 9).
- Teacher asks the students to find the difficult vocabulary.
- Teacher and students analyze the text.
- Teachers explain the parts of report and the language feature used on the report.

Skill Practice

Teacher asks students to do exercise I, II, III on the module. They may discuss it with their friends.

Assessment

Teacher has the students write a report about something they like.

C. Teaching English activities

English lesson is a compulsory subject that is needed to be applied to all the junior high school. Since English is listed as the main subject of the national graduation test, SM Al Firdaus pays high attention to this subject. Besides, English has important role in the real world. Therefore, to support its students' English speaking skill, SM Al Firdaus will apply bilingual system employing English and Arabic for the daily conversation inside the school. Students of SM Al Firdaus are expected to master at least basic English skill. English is an important lesson in SM Al Firdaus.

English in SM Al Firdaus is taught in the entire class level from the class VII. This lesson is taught by two English teachers who have different educational background and status. They are Mrs. Laili Rahmawati, Spd and Mrs. Emy Ruby Astuti, S.Th.I. As written behind their name, they come from different educational background. Mrs. Laili has teacher education background and she is the primary teacher at SM Al Firdaus. Meanwhile, Mrs Emy does not come from the teacher education program and she is only a temporary English teacher who works in SM Al Firdaus until the end of March. However, they have mastered English well. They can also handle the class.

In the first session of the lesson, teachers spend more time to control their students. Students always sit and talk to their friends outside of the class, while the enter signal is ringing. Sometimes teachers spend more time just to persuade their students to enter the class. In the class, teachers still need to control their students. Some of the students, sometime, still have conversation to their

friends. Students also still do not prepare the material going to be learned. There are different activities between the boy and the girl students. The boys tend to play with their friends, while, the girls like reading novel or other fiction book in the class. Therefore, it is a hard work for the teachers to ask their attention. Sometime, teachers use picture to attract their attention.

In the next session, warming up session, teachers firstly greet their students, for example:

Teacher : “Good morning, students”

Students : “Good morning, sir”

Teacher : “How are you today?”

Students : “Fine...”

After greeting their students, teachers usually asking question related to the material going to be taught, they have prepared it on the lesson plan. Then teachers tell the students about the objective of the lesson. Therefore, the students know the goal of their lesson, to encourage students in learning the material.

During the presentation, students, sometimes, do not pay attention to their teachers. They enjoy having conversation to their friends. Therefore, teachers persuade them to give more attention to the lesson for many times. Meanwhile, Teachers give more attention to the students who influence their friends to make noises in the class. Sometimes, they give more questions to such students or blame them when their behavior cannot be tolerated anymore. In

presenting the material, teachers mostly use English, the target language. However, considering the ability of the students especially the boys, there is also possibility to use Indonesian, mother tongue, for some occasion in the class.

In the next session, teachers give more skill practice based on the material. Teachers ask some exercise to be done in group intended to make students discuss the exercise. Therefore, they have learned the material together with their friends. Besides, teachers also prepare individual assessment. This is intended to check the progress of the students. Teachers can know the students understanding level by applying assessment, homework. After giving assessment, teachers review all the material by giving students main question related to the material. Review has a goal to determine whether students get understanding the material or not.

D. Discussion

1. Teaching Method applied in SM Al Firdaus

Considering the English teaching activities in SM Al Firdaus, direct method is the teaching method applied in teaching English to students. It is a method without any translation. The essential thing of this method is that teachers explain English directly. In other words, teacher should present the lesson using target language, English. It is also done in English teaching activities in SM Al Firdaus. Besides, using English, teachers also use some teaching tools such as, pictures and audio CD. In teaching English, SM Al Firdaus provides four basic materials, speaking and listening comprehension, reading, and writing.

Speaking comprehension includes giving vocabulary intended to make students able to apply it to the everyday conversation. In giving vocabulary, teachers always paraphrase the difficult word. Teachers do it interactively with students. Therefore, there is interaction between teacher and students using target language. Besides, giving vocabulary, speaking skill is improved by giving them more knowledge about utterances, for example the expression of certainty and uncertainty, surprising expression or other expression. In listening comprehension, teachers use audio CD played on the DVD player inside the class since there is no English laboratory. Besides, teachers also use the textbook. On the textbook, Effective English SMP 3A, there is a text with blank spaces. Teachers need to read the full text version on the book's appendix. Then students can complete the blank spaces by listen teachers' reading.

Reading comprehension is presented by modeling students the way to read a text. Teachers give example of good reading text in front of class. Then teachers ask students to read the text loudly. Teachers also have some students to read the text individually. From this session, teachers may know whether they can read the text well or not. In teaching writing, teachers specify what they are going to teach, for example: teaching report, teaching procedures or recount. They only pick one specific writing genre. In presenting the material, teachers need to give more vocabulary intended to make students easier in writing a text. Students elicit some vocabulary by reading the modeling text. They will find some difficult words and teachers will paraphrase it for them. Besides, teacher explain the language feature used in the text being taught, including grammar and

conjunction. Teachers also teach the part of the text that they teach and do not forget to explain the purpose of the text that they teach on the beginning of the presentation.

In conclusion, by analyzing the English class activities, SM Al Firdaus employs direct method in the English teaching process. Teachers present the material using the target language, English. Meanwhile, there is four basic English skill taught in the English teaching process in SM Al Firdaus, speaking, listening, reading and writing, presented in direct method and delivered in common ways as many schools do.

2. The Reasons of applying direct method in teaching English to students

Direct method is a method that employs foreign language in presenting the material. It is not easy to apply this method in teaching English to the young learner. It means that teachers need to use English in giving the lesson. Sometimes, teachers find their students have low ability in English. This is a problem. However, SM Al Firdaus choose direct method to be applied in teaching English for some reason, to encourage students to use English and to prepare for national graduation test in the future.

Applying English in teaching may cause students to complain to their teacher. To learn English, students need to use English in the daily activities. At least they practice their English a day in a week. They can make English-speaking day. Besides, English teacher can use direct method that employs English in teaching. This is intended to accustom students to the target language being

learned, English. Teachers expect that students will not be hesitant to use English in their daily conversation.

Direct method is also done as English teaching method for second grade of junior high school of SM Al Firdaus because it is an appropriate method that supports the national graduation test preparation. Using direct method, teachers can apply some feature provide in the direct method, for example using English in giving instruction, taught only everyday vocabulary and sentence, and taught speech and listening comprehension. Teachers hope that the materials presented using direct method is suitable with the model of national graduation test. Besides, teachers also expect that their students will get better understanding taught using this method.

E. Problem and Solution in Teaching Class VIII of SM Al Firdaus

1. Problems face in teaching class VIII

Teaching process is a process of an activity that is attended by teachers and students. During this process, teachers have responsibilities to handle and transfer knowledge to their students. Meanwhile, students have a responsibility to pay attention and seriously learn the lesson given to them. However, not every single person is perfect. Therefore, everyone, including teachers and students, must have weakness. It becomes problems in the teaching process.

a. Problems come from students

Students are learners having main duty to study. However, some of them do not do their duty well. This will become a big problem to the teaching process.

In the teaching process, students required to pay attention and seriously learn the lesson given to them. They need to understand the lesson taught to them because they will face the national graduation test in the future. Teaching process in SM Al Firdaus face essential problems from students explained as follow:

1) Less learning-English Motivation

Motivation is inner factor of students affecting learning process. There is a relationship between teaching and learning. If learning process is disturbed, teaching process will be disturbed. English teaching process will face a big problem if students have less-learning English motivation. Therefore, students with less attention attend the English teaching process. It may cause a problem.

The condition becomes terrible when students with less-learning motivation influence their friends. It can be the most influential influence because it comes from their friends. As a result, students do some useless activities in the class, for example having conversation to their friends and reading fiction book or non-resources textbook in the class. Students seem to ignore the English lesson taught to them.

2) Limited vocabulary

Vocabulary is important in learning English. It will be helpful in understanding the text, conversation, and writing a text. In other words, vocabulary is quite useful in reading, writing, speaking, and listening. In SM Al Firdaus there are many students with limited vocabulary. They tend

not to understand what teachers say and what the text means. It also becomes barrier in receiving the lesson.

3) Less discipline

Discipline is one of the success keys in all life aspect including in the teaching-learning process. If there is discipline behavior in the teaching-learning process, there will be a good result. Second grade junior high school students of SM Al Firdaus, especially the boys, they have less discipline in time. They do not appreciate the time appropriately. When the bell rings, they do not immediately enter the class. This is an example of their non-discipline behavior. They enjoy sitting and having conversation with their friends outside the class even until the teachers come. They do not response entering the class but they will wait until their teachers ask them to enter the class. It takes time to persuade them to enter the class. The undisciplined students are problem that need to be solved because will influence in the success of the teaching process.

4) Less respect to their teacher or to the older person

Besides, studying, students also have a job to respect their teacher. One of the norms of Indonesian culture also says that people need to respect older person. Some of second grade junior high school students of SM Al Firdaus do not have this norm in their mind. Sometimes students make allusion related to the teachers' physic. Besides, students also do not respect the older either, for example they called the gardener, the name directly without '*Pak*'. This problem happens because students coming

from upper class having a perception, that older person, except their parents, is equal with them. Therefore, they can act to them as their act to their friends.

b. Problems come from teachers

Teachers have big responsibilities to handle students and transfer knowledge to students. They hold the keys of success teaching. It means that teacher is the most influential factor of the students' progress. However, teachers sometimes find difficulties in teaching their students. Although they have planned the lesson, sometime, the real condition is different to the planning. Some problems are also experienced by English teachers of SM Al Firdaus. The problems will be explained as follow:

1) Less time to prepare the material

Since SM Al Firdaus employ the rule of full day school, teachers need to stay at the school during 07.00 a.m. to 04.00 p.m. because teachers need to attend praying ashar together program in the afternoon. This is intended to discipline teachers. Besides, English lesson is scheduled close each other that makes teachers prepare many teaching material a day. Therefore, they cannot maximally prepare their lesson. During at school, teacher can help students who need help in learning. Students may come to the teacher office and ask for help.

2) Presenting the material

Teachers have some problem in presenting the material. One of them is the low volume of the teachers' voices. In some occasion when

there are noises because of some builder who works to make the schools gate, teachers need to turn loud his voices. Sometimes students ask their teachers to speak louder because students, especially who sit in the back, cannot hear teachers voices. Besides, the low interest of students to learn English also influence in presenting the material. Sometimes teachers meet a problem when students do not have any desire to do the exercise given to them or when they do not pay attention to the lesson.

c. Solution to the problem

Problems in teaching process come not only from students but also from teachers. Every single problem need an appropriate solution intended to solve the problems. To solve the problem of low motivation of the students, teacher should create the condition of fun in learning English, for example, creating more students' activities such as games and exercise to attract the students' interest. The second solution is creating students competition in the class by giving them additional marks when they want to do the exercise in front of class. Therefore, students interested to compete to their friends in achieving additional marks from teachers.

The second problem is limited vocabulary. Vocabulary is important in learning English. Therefore, to solve the problem, teachers can ask students to read more English text and try to make a vocabulary list of the difficult words that they can meet from the text and look up the meaning either by guessing the meaning of a words by pay attention to the sentence or looking the meaning on the dictionaries. In this way, students are expected to master more vocabulary not

only the meaning but also the use of vocabulary in sentences. In other words, students also learn the collocation of words indirectly when they analyze the text for vocabulary.

The next problem is less discipline students. Students are learners having main job to study. If there is no discipline act in their activities, they will allocate less time in learning. When they bring their undisciplined act to their school, they will be a problem for the teaching process. There are some solutions to fix this problem. First, related to the discipline in time, teacher can create their class as fun as possible so students will wait for English class. Second, teacher can give punishment to the students who are not discipline, for example by giving them more tasks in the class. The writer hopes that discipline problem can be minimized because discipline takes important role in every aspect including in teaching.

The next solution is intended to solve the problem of less respect to the older person. Students, sometimes, have perception that older person is equal to them. Therefore, they act to them as they act to their friends. It causes impolite behavior. They need some guidance to make them aware of one of Indonesian cultures that is to respect older person. Teacher can warn them about the importance of respecting older person. In simple explanation, if people respect to other people, other people will respect us. It means that second grade junior high school students of SM Al Firdaus need to respect their teacher including other people to get their respect.

Besides, problems also come from teacher. The first problem is the less time in preparing the material. The full day school system employing teachers from 07.00 a.m. to 04.00 p.m. make them tired and have less time to prepare the material. Besides, the English lesson schedule arranged close each other makes teacher prepare many material a day. They may not plan their lesson maximally. Meanwhile to solve the problem, teachers not only need written resources but also fast access resources, internet. Using internet teacher can look for many teaching inspiration. When they want construct a lesson plan or module, they can look the material from internet fastly. As the result, they can finish their job well and faster than if teachers use only material from a book.

The last solution is to solve the problem in presenting the material. Since students suppose that their teachers have low volume of voices, students think that teachers need to increase their volume when they teach them. Teacher may have practice to improve their voice volume. They may do vocal exercise by say all the vocal vowel loudly with right mouth shape. The writer has done this exercise when he attended theater extracurricular in senior high school. Teachers may try it and hopefully they can enhance their voice volume. Besides, in teaching the lesson, teachers also face the low interest of students to attend the lesson. Therefore, they tend not to care to the lesson. Teachers may create their class as interesting as possible by creating many activities in the class, such as games or doing exercise with additional marks as gift.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion, there are some conclusions that can be drawn from this final project report. The conclusions are as follows:

1. Direct method is the teaching method applied in teaching English to the class VIII students of SM Al Firdaus. It is a method without any translation. The important thing of this method is that teachers can explain English directly. In other words, teachers should present the lesson using target language, English. Besides, teachers also use some teaching tools such as, pictures and audio CD. In teaching English, SM Al Firdaus provides four basic materials, speaking, listening, reading, and writing.
2. Applying direct method in teaching English to the young learner is not easy. Sometimes, teachers find their students having low ability in English. It becomes a problem. However, SM Al Firdaus chooses direct method to be applied in teaching English for a number of reasons. They are to encourage students to use English and to prepare for the national graduation test in the future.
3. Problems come not only from students but also teacher. Since there are problems in the teaching process, the writer provides some solutions to solve the problem explained as follows:

a. Problems come from students

1) Less learning-English motivation

Related to the less learning-English motivation, Teachers may create a fun English class. Therefore, students will enjoy the lesson. Teachers can also create a competition atmosphere in the class by giving them additional marks when they want to do the exercise in front of class. Therefore, students interested to compete to their friends in achieving additional marks from teachers.

2) Limited vocabulary

To solve this problem, teachers can ask students to read more English text and try to make a vocabulary list of the difficult words that they can find from the text and look up the meaning either by guessing the meaning of a words by pay attention to the sentence or looking the meaning on the dictionaries.

3) Less discipline students

Considering this problem, teacher may give punishment to students who are not discipline in the class, for example by giving them more tasks.

4) Less respect to their teacher or to the older person

The solution for this problem is that teacher can warn students about the importance of respecting older person. In simple explanation, if people respect to other people, other people will respect us.

b. Problems come from teacher

1) Less time to prepare the material

To solve the problem, teachers not only need written resources but also fast access resources in creating the material, internet. Using internet teacher can look for many teaching inspiration.

2) Presenting the material

The essential problem in the presenting the material is the low voice volume of the teachers. As the solution, teachers may practice to improve their voice volume. Teachers also face the low interest of students to attend the lesson. To solve the problem, Teachers may create their class as interesting as possible by creating many activities in the class, such as games or doing exercise with additional marks as gift.

B. Suggestion

According to the conclusion, the writer wants to give some suggestions as follows:

1. To SM Al Firdaus

Related to the English teaching method employed in SM Al Firdaus the writer suggests to use also audio visual method in teaching listening and speaking. This method emphasizes the use of visualization that is intended to win students' attention. Using visualization can also show the expression when people say certain utterances. Therefore, students will be interested to

practice saying the utterances after they see the movie or visualization. Since each class of SM Al Firdaus completed with DVD player and television, teachers can practice this method in the class.

To support the students in learning, it will be better if the school management gives priority to build language laboratory and if it is possible build a self-learning center that consists of many learning resources intended to be a place for students to learn by self. The writer also expect that SM Al Firdaus create an extracurricular related to English. There is journalism extracurricular in SM Al Firdaus; Therefore, SM Al Firdaus may create English for journalism extracurricular, English study club or other extracurricular to encourage students to learn English.

2. To English Diploma program

The writer suggests English Diploma program to add semester to prepare job training to help students achieving more knowledge related to the job training.

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APPENDICES

Degrees of comparison

It is used to compare two different things based on its condition. Degrees of comparison has three forms, they are:

I. Positive

It is used to show the equal degree of two things, for example:

Andy is 13 years old.

Dono is 13 years old.

→ Andy is **as old as** Dono.

Have a look at the example above, if you want to write the positive degree form, you may use:

...as...as...

Another example:

1. Totti runs fast.

Ronaldo runs fast.

→ Totti runs **as fast as** Ronaldo.

2. Your shoe is very expensive.

My shoe is very expensive.

→ My shoe is **as expensive as** yours.

II. Comparative

Formula:

One syllable/ two syllables	More than two syllable*
-----------------------------	-------------------------

Adjective + er	More + Adjective
Adverb + er	More + Adverb

**Note:*

Intended to adjective words that end with -ful, -ous, and -less.

Example: serious, helpful, and careless.

Look at the following statements:

- a. Rudi was born on 1994.

Toto celebrated his 13th birthday yesterday.

→ Rudi is older than Toto.

- b. Naruto is watched by two million kids everyday.

One Piece is watched by thousands of kids everyday.

→ Naruto is more famous than One Piece.

II. Superlative

Formula:

One syllable/ two syllables	More than two syllable*
Adjective + est	Most + Adjective
Adverb + est	Most + Adverb

**Note:*

Intended to adjective words that end with -ful, -ous, and -less.

Example: serious, helpful, and careless.

Look at the following statements:

- a. Elephant is the biggest animal in the jungle.

- b. Gita is the most beautiful girl in school.

Eliptic

It used to avoid the repetition of the same words. To combine two sentences that have same predicate we can use:

A. 'too' and 'so'

Those use to combine two positive sentences which have same predicates.

Example:

1. She went to school on on foot and I went to school on foot.

→ She went to school on foot and I did too.

→ She went to school on foot and so did I.

2. They are happy and we are happy

→ They are happy and we are too.

→ They are happy and so are we.

B. 'either' and 'neither'.

Those use to combine two negative sentences which have same predicates.

Example:

The chair isn't expensive and the table isn't expensive.

→ The chair isn't expensive and the table *isn't* either.

→ The chair isn't expensive and neither *is* the table.

To combine two sentences that are same in subject, predicate or object. We can use:

A. Either...or...= One of.....

It uses to combine two positive or negative sentences that are same in subject, predicate or object.

Example:

1. She may put the books there. She may put the bag there.
→ She may put either the books or the bag there.
 2. Everybody shouldn't break the rule. Everybody shouldn't break the agreement.
→ Everybody shouldn't break either the rule or the agreement.
- B. Neither.....nor..... = None of= No one of.....
- It uses to combine two negative sentences that are same in subject, predicate or object.

Example:

1. Tira wasn't pleased to see him. Tora wasn't pleased to see him.
→ Neither Tira nor Tora was pleased to see him.
2. Martha is not a secretary. Martha is not a nurse.
→ Martha is neither a secretary nor a nurse.

C. Both....and....

It uses to combine two sentences that are same in subject and predicate.

1. The teacher comes early. The student comes early.
→ Both the teacher and the students **come** early.
2. That beautiful girl is clever. That beautiful girl is patient.
→ The beautiful girl is both clever and patient.

EXERCISE:

I. Create these following statements to be an elliptic order using 'so', 'too', 'either' or 'neither'!

1. Korie is going to concert. Made is going to the concert.
2. Boris learns English everyday. Tia learns English everyday.
3. We aren't playing football in the afternoon. Parjo and Dodo aren't playing football in the afternoon.
4. Park Ji sung isn't a European football player. Nakata isn't a European football player.
5. A bird can sing beautifully. A diva can sing beautifully.
6. Gina won't try bungee jumping. Vyra won't try bungee jumping.
7. Tatas walks around the town. Ardi walks around the town.
8. Harja is young basketball player. Ira is young basketball player.

II. Create these following statements to be an elliptic order using Either....or... , Neither.....nor... , and both...and...

1. I was surprised hearing that news. Nina was surprised hearing the news.
2. Rudolf likes traveling. He also likes eating.
3. Fikri isn't a lawyer. Fikri isn't a judge.
4. Bobby may put his shirt on the table. He may put his book on the table.
5. Farid work hard to reach his dream. Rani work hard to reach his dream.
6. Haris doesn't understand the material. Tobi doesn't understand the material.
7. Wahono feels happy a long the day. Wahono feels comfort a long the day.
8. Uni won't belive the news. Handy won't believe the news.

Writing report

Purpose: Reports classify or describe something for example the solar system.

Parts of report:

- Title
- Reports always begin with general statement, which introduces the topic.
- Series of description → explain the details.

Text example: (page 9)

Solar System

The sun is a star like many other stars in the universe. The diameter of the sun is more than a hundred times the diameter of earth, and its volume is more than a million times the volume earth. It looks much bigger because it is the closest to the earth. The sun is the center of the solar system. Eight planets move along their orbits around the sun.

Between earth and the sun, there are Mercury and Venus. Mercury is the closest planet to the sun. The second planet is Venus. It is larger than mercury, and it is about as big as earth. Farther away from the sun are Mars, Jupiter, Saturn, Uranus and Neptune. These planets, except Mercury and Venus, have moons and the moons move around their planets.

The earth is the third planets from the sun. This planet is the most important planet because we live on it. It is round with two poles, namely the North Pole and South Pole. It has two movements. It moves around the sun in one year and rotates on its axis in 24 hours. The volume of earth is about one sextillion (1 followed by 21 zeroes) cubic meters and the surface is about 510 million square kilometers. On the surface of the earth, you find dry lands and oceans. Around the earth, there is the atmosphere.

Look at the text above!

On the report text, you may use present tense.

S + V1/ to be (is, am, are)

Note: On a sentence there is only one predicate, it can be a Verb or to be.

Example :

Positive:

- The sun **is** a star like many other stars in the universe.
- Earth **moves** around the sun in one year
- Planets **move** a long their orbit.

Negative:

- The sun **is not** a planet.
- Earth **does not** move around Mars.
- Planets **do not** rotate on the same time.

Interogative:

- **Is** sun a planet?
- **Does** Earth move around the sun?
- **Do** the planets rotate on the same time?

Exercises I

Choose the best predicate in the sentences bellow!

1. A cat (give/gives) milk to its baby.
2. Mercury and Venus (doesn't have / do not have) moon.
3. Butterfly (is / are) an insect.

4. Earth (rotate/rotates) in 24 hour.
5. Many countries (try / tries) to explore the universe.

Exercise II

Complete the paragraph!

Koala bear

Australia 1)..... the smallest continent in the world. It is located south of Indonesia.

Beside kangaroo, this continent also 2).... a special animal called Koala.

Koala bears 3).... a funny little bear. They 4).... like a doll. They 5).... a soft fur. They live on trees. Koala bear is preserved animal. It rarely 6).... a baby.

Koala babies 7).... very small. They 8).... only two centimeters tall. They can grow 0.5 tall. An adult Koala 9).... about a kilogram leaves a day.

Exercise III

Create a report based on the data below. Do it on group!

Animal	habitat	types	characteristic	Life span	Food	abilities
Bats	On the trees or caves	mamals	Body: 6.5 -8 cm. Large wings Large eyes	5 years	Insects and fruits	Fly and see in the darks
Tortoises	Garden in Britain and North Africa	reptiles	Body up to 1.5 m long. A hard shell A long neck	150 years	Leaves and grass	Walk at 5 km /hour.

EARTH

The earth is the third planet from the sun. it is located after Mercury and Venus. It is mostly composed of rock so it can be considered as a terrestrial planet. As a planet,

Earth is the most important planet for all the living thing. It supports life because of its friendly atmosphere and other substances provided in Earth.

Earth is a round planet with two poles, namely the North Pole and South Pole. On its axis, Earth rotates in 24 hour. Besides that, it also moves around the sun in elliptical orbits. Earth's volume is about one sextillion cubic meters and its surface is about 510 million square kilometers. There are dry land and ocean on the surface of Earth.

Around the earth, there is the atmosphere. The composition of the Earth's atmosphere is different from the other planets because the various life processes that have transpired on the planet have introduced free molecular oxygen. Earth gets enough heat from the sun because of Ozone layer in the atmosphere. It protects the living creature from the UV light.

I. Answer the questions below!

1. Why is the Earth classified as a terrestrial planet?
2. Why is the Earth an important planet?
3. *“Besides that, it also moves....”* (second paragraph). What does *“it”* refer to?
4. How many planets are there between the sun and the earth?
5. How many movements does the earth make? What are they?
6. Why is the Earth's atmosphere different from the other planets?
7. How does ozone layer protect us from UV light?
8. Why can earth support life?

II. Create a degrees of comparison based on the data!

1. Ardi comes to school at 06.45 a.m.

Ani comes to school at 06.35 a.m.

Ardi and ani

2. More than 700 voices vote Kaka as the best football player in Europe while there are only 500 voices vote for Cristiano Ronaldo.

Kaka and Ronaldo

Animal	Top speed (km/hour)	Weight (kg)	Height (cm)
Elephant	5	600	200
tiger	25	50	60
Deer	25	45	80

3. The tiger and the elephant (weight)

4. Tiger and deer (height)

5. Tiger and deer (top speed)

III. Combine the sentences using elliptic!

1. Tari dances Ballet every Sunday. Gina dances Ballet every Sunday.
2. Bani must obey the rule. Bani shall obey the agreement.
3. Faro doesn't afraid of spider. Nita doesn't afraid of spider.
4. Kyara wants some fruits. Hary wants some fruits.
5. Ratih doesn't try flying fox. Ratih doesn't try bungee jumping.

IV. Complete the conversation using some expression in the box!

Habib and bahri met in Manahan Stadium. Then, they have some conversation.

Habib : "Assalamu'alaikum Bahri,(1)?"

Bahri : "walaikumsalam, I'm fine. That's great, we've not met for a long time. Have you any spare time,Habib?"

Habib : ".....(2)My father may ask me to help him."

Bahri : Oh, it's Ok. I just think about going fishing in Cengklik today if you have time.

Habib : Going fishing?.....(3)?. Ok, wait for a minute. I need to confirm to my father whether he needs help or not. I'll call him.

Habib call his father using his mobile phone. Five minute later, he ends his call.

Habib : Mmmm..Bahri..let's fishing. My cousin will help father finishing his job.

Bahri : “.....(4)”.

Habib : “Bahri, Do you think it will rain today?

Bahri : “.....(5) We should bring raincoats”

Habib : Ok, let's preapare everything.

Bahri : OK.

That's sound good	No, I don't	How are you
Yes, I think	Mmm, I'm not sure	Really